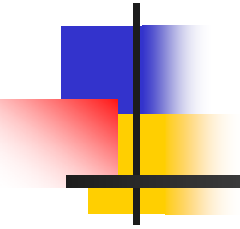


# *CAPA Initial Visit Process*





## *In this session, you will learn:*

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- What is CAPA?
- Who receives a CAPA Visit?
- How to prepare for a CAPA Visit?
- What occurs before, during and after a CAPA visit?
- Who to contact with questions about a CAPA visit?



## *CAPA is:*

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A teaching and learning collaboration between the New Jersey Department of Education, districts, local educators and parents designed to empower schools and districts to go beyond current efforts to improve student achievement.

The process involves an external **teams of educators and parents** working in collaboration with school and district personnel to pinpoint obstacles to student achievement, identify needs and develop solutions to improve school performance.



## *Purpose of the CAPA Visit*

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- To provide feedback that will assist the school in developing and committing to the execution of an action plan to further student advancement



# *Focus on Excellence through Research-based Strategies*

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- Authentic Literacy – critical thinking and questioning
  - Required, in Schmoker's work,
    - to combat boredom and
    - to promote equity, college access and economic opportunity,
    - but also, and more importantly the never-finished pursuit, through learning and argument, of the American ideals – liberty, fairness and equal opportunity.
      - As Christopher Lasch states, "If we insist on argument as the essence of education, we will defend democracy...as the most educational form of government.



# Research

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- **Curriculum** – where it exists and is good, is it what guides daily instruction?
- **Instructional leadership** – leaders who have an unrelenting focus on learning, therefore on instruction



# Research

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- **Teamwork and professional learning communities** – opening up the teaching practice of individuals to their colleagues, so that they can learn from those who do it well.



## *Who receives a CAPA visit?*

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- Schools listed as “in need of improvement” as determined by the Consolidated State Application Accountability Workbook



# NCLB LEGISLATION

## *Performance Benchmarks*

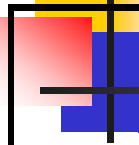
		Starting Point 2003	2005	2008	2011	2014
Language Arts/Literacy	Grade 3/4/5	68	75	82	91	100
	Grade 6/7/8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Grade 3/4/5	53	62	73	85	100
	Grade 6/7/8	39	49	62	79	100
	Grade 11	55	64	74	86	100



# ***School Improvement Continuum Chart***

	<b>Status</b>	<b>Sanctions</b>
<b>Year 1</b>	Does not make AYP	Early warning; no sanctions
<b>Year 2</b>	Does not make AYP School in need of improvement	Public school choice, technical assistance
<b>Year 3</b>	Does not make AYP School in need of improvement	Public school choice, supplemental educational services, technical assistance—CAPA visit
<b>Year 4</b>	Does not make AYP School in need of improvement – corrective action	Public school choice, supplemental educational services, corrective action, technical assistance—CAPA visit or follow-up

# ***School Improvement Continuum Chart***



	<b>Status</b>	<b>Sanctions</b>
<b>Year 5</b>	Does not make AYP	<b>Planning for Restructuring</b> After <u>five</u> consecutive years of not making AYP, a school must plan to restructure. It must continue to offer choice and SES. Technical assistance through CAPA.
<b>Year 6</b>	Does not make AYP	<b>Restructuring</b> After <u>six</u> consecutive years of not making AYP, a school must be restructured. It must continue to offer choice and SES, and prepare an alternative governance plan. Technical assistance through CAPA coaching visit.

# Add Info about specific school

## – AYP Status

GROUP	Language Arts	Mathematics
Total Population (20+)	YES	YES
Students w Disabilities (35+)	YES	NO
African American (20+)	YES	YES
Hispanic (20+)	YES	YES
Economically Disadvantaged (20+)	YES	YES



# *2007-2008 CAPA Process*

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- New visit
  - 4 days instead of 5
  - Closer collaboration with school and district
- New tools
  - Combined rubric and recording tool
  - Walkthrough for content specialists as well as administrative team
- New products
  - Report of findings and recommendations
  - Action steps for recommendations



# ***External CAPA Team?***

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1. Team Leader
2. Principal
3. Language Arts Literacy Specialist
4. Mathematics Specialist
5. Special Education Specialist
6. ELL Specialist
7. School Climate Specialist



# *Internal CAPA Team*

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1. District Liaison
2. LAL Coach, Lead Teacher or Department Chair
3. Math Coach, Lead Teacher or Department Chair
4. Inclusion Coach, Lead Teacher or Department Chair
5. ELL Lead Teacher or Department Chair
6. School Culture Expert
7. Union Representative



# *Subteams*

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External	Internal	Standard Assignment
Team Lead	District Liaison	6, 7
Principal	Principal	6, 7
LAL	LAL Coach or DC	1, 2, 3
Mathematics	Math Coach or DC	1, 2, 3
Special Education	Inclusion Coach or DC	1, 2, 3
ELL	ELL Coach or DC	1, 2, 3
School Culture	Selected by school/district Union representative	4, 5





# *Tools and Process Revision*

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- Evolutionary
  - the work of the past
  - the experience of those of us in the field
  - the data about the schools

reflecting on our experiences – looking at  
what we've learned – and making course  
adjustments



# *CAPA Standards*

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1. Curriculum
2. Classroom Assessment & Evaluation
3. Instruction
4. School Climate & Culture
5. Student, Family & Community Support
6. Professional Learning, Growth & Development
7. Leadership



# *Indicators*

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- Within each of the 7 Standards, there are 23 specific subsections labeled “indicators.”
- The team will write a “***Finding***” and assign a “***Performance Level***” rating for each indicator.

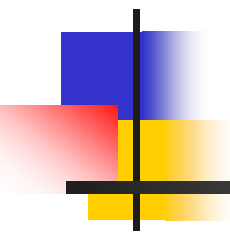


# *Performance Levels*

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Holistically, the subgroups will reach consensus and assign a **performance level**, or level of proficiency, to each indicator.

<b>Level 4</b>	is	<b>Exemplary</b> level of development
<b>Level 3</b>	is	<b>Fully functioning</b> and <b>operational</b> level of implementation
<b>Level 2</b>	is	<b>Limited</b> development and <b>partial</b> implementation
<b>Level 1</b>	is	<b>Little</b> development and implementation
<b>Level 0</b>	is	<b>No</b> development and implementation



*What should be done to  
prepare for a CAPA visit?*

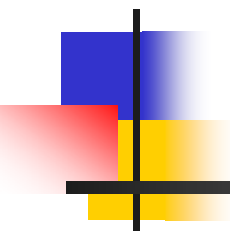
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## *Prior to the visit*

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- Explain the process to the school faculty
- Select school team members
- Establish a CAPA planning committee
- Involve the NCLB Planning Committee and/or SLC
- Involve building union representation



# *What is in the School Portfolio?*

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# *School Portfolio Examples*

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- NCLB Plan
- Suspension Reports
- Report Cards
- 10 PIPs and evaluations
- Professional Development Plan
- Working Conditions
- Three-year Technology Plan
- Parent Involvement Policy
- Meeting Minutes
- Parent Information
- Meeting Agendas
- Curriculum Documents
- HQT Documents
- School/ Community Survey
- Curriculum Reports
- QSAC Report
- Code of Conduct Policy





## *District Documents*

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- Curriculum Audit
- QSAC Report
- Technology Plan
- Parent Involvement Policy



# *Classroom Portfolio Examples*

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- Lesson Plans
- Student Work
- Student Portfolios
- Student Projects
- Student Journals
- Student Assessments
- Grade Books



## *Interviews to be scheduled:*

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- Teachers
- Paraprofessionals
- Child Study Team
- Administrators
- Guidance Staff
- District Administrators
- Security Staff
- Nurse
- Social Worker
- NCLB Planning Committee or SLC
- Parents
- 10% of students (randomly selected beginning at grade 4)



# *SURVEYS*

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## Working Conditions Survey for Teachers

- Online Teacher Survey—provided by team leader
- Working Conditions Survey for Administrators—provided by team leader

*What occurs during a  
CAPA visit?*



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# *Schedule*

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## **Planning Day**

- Planning meeting with internal and external team
- Overview of CAPA tools and walkthrough process
- External team leader presents focus of visit via comprehensive data analysis
- External team leader presents overview of NCLB school improvement plan
- External team reviews school portfolio



# *Schedule*

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## **Days One and Two**

- Interviews
- Classroom visits
- Daily debriefing of findings



# *Schedule*

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## **Day Three**

- Subteam debriefing
- Writing and reviewing information
- Holistic scoring by subteams
- Presentation of findings and recommendations by subteams
- Selection of primary recommendations for incorporation into action steps





# Follow Up Visit

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- One-two weeks following visit
- Team lead works with internal team to develop action steps for 3-4 recommendations from the visit
- School team presents action plan and findings to faculty
- Action steps incorporated into NCLB School Improvement Plan



# *Classroom Walkthroughs*

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- A random selection of classrooms will be visited
- The classrooms are chosen by the team leader
- The principal determines the classrooms visited for the administrative walkthrough



# *Walkthrough Process*

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- Walkthroughs provide a school wide snapshot, over time, of classroom environments, learning experiences and student perspectives
- Walkthroughs are not part of the evaluation process
- Walkthroughs are a catalyst for reflective school wide discussion



# *Rationale for Use During CAPA Visit*

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- Promote a collaborative atmosphere for the visit
- Help gauge the overall school environment
- Help provide a shared language for teaching and learning



# *Interviews*

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- For staff can be either individual or small group (no more than 6-8)
- For the NCLB planning team or SLC should be whole group
- For parents should be scheduled in groups – no fewer than 10
- Interview 10% of student body—formally and informally



# *Triangulation*

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- Seen in classrooms
- Read in documents
- Heard in interviews



# *Summary Report*

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- FINDINGS: Compilations of data about the school substantiated by TRIANGULATION (at least three sources of data such as an observation, an interview, or written documentation).
- RECOMMENDATIONS: Research-based strategies and best practices suggested by the team for each standard. Subteams determine 2-3 high priority recommendations.
- ACTION STEPS: The team prioritizes and develops a short plan for implementation of 3 recommendations.



# *Recommendations*

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- Based on triangulated data
- Focused on key areas – academic performance, learning climate, leadership
- Question for prioritizing:
  - “If the school does this well, will it significantly advance student achievement?”





# *Action Planning*

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- Action Steps
  - what needs to be done to implement the recommendation – action steps
  - for each action step
    - what strategy will be used
    - expected results
    - measures
    - time lines
    - people responsible and accountable



# *Summary Report/Action Plan*

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- Addresses essential questions from rubric
- Notes strengths, areas of concern and recommendations
- Team determines ***most critical recommendations***
- Separate school and district sections
- Incorporated into the school's NCLB plan



# *Faculty Presentation*

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Members of the school team present the major findings, recommendations and actions to the school faculty



# *Benchmarking Process*

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- Purpose:

To review the progress the school is making regarding student learning, instruction, climate and leadership by *observing* and discussing implementation of strategies for the CAPA action steps



# *Benchmark Meeting Agenda*

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## ***After the Initial Visit...***

Administrative Walkthrough (principal, district liaison and team leader)

Debrief results of walkthroughs

Systematic data analysis of benchmark assessment with group

Review of action steps

What has been implemented? What has changed? What must still be addressed?

- Attendees: District liaison, principal, school CAPA team members, NCLB committee



# *CAPA Website*

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<http://www.nj.gov/njded/capa/>

Information

Applications

Preparation Documents



# *Questions and Answers*

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# A Parting Thought

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“Nothing, and we mean nothing, is more critical to the future of the world than rapidly and constantly improving systems of public schooling that serve all students.”

- Breakthrough, Michal Fullan, Peter Hill, Carmel Crevola